

Web Tools

for **21st Century**

World Language Classrooms

Collected
from the
#LangChat
community



Presented by



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An Introduction to #LangChat

What is #LangChat? We're an independent group of world-language education professionals who come together every week via Twitter through the #LangChat hashtag to share ideas and discuss pressing issues in the world of education, especially world-language education.

#LangChat is dedicated to the discussion of issues and trends in world-language instruction and learning. Educators, administrators, learners and enthusiasts of world languages are all encouraged to participate and share their experiences and input on topics such as new ways to teach vocabulary, using music in the language classroom, making standards-based grading valid and much, much more.

Every week we get together to discuss topics of interest and share resources. We'd love to have you join the conversation! Please check out the section below on how to participate, and see you next Thursday!

Who's Who of #LangChat

Who supports #LangChat and provides such useful commentary and advice every week? **You do!** Anyone is welcome to join us on Thursdays at 8:00 p.m. EST to share experiences and professional knowledge with the community.

#LangChat couldn't exist without you -- educators and world-language education enthusiasts. In addition, several participants moderate each weekly meeting and provide additional resources for the community's benefit.

If you'd like to know more about #LangChat and the team behind it, please visit [our home wiki](#). You can also check out the chat [archives](#) or [summaries](#) to see what your colleagues have shared during our weekly conversations.

The #LangChat Team, Past and Present

Sara-Elizabeth Cottrell



In her seventh year of teaching Spanish, Sara-Elizabeth currently teaches preschool, kindergarten and first-grade, as well as Spanish 3 and AP. She serves as the Spanish Department head at a private faith-based school in Louisville, Kentucky. Her classroom can be loosely described as a technology-based, textbook-free, storytelling, pop music-integrating, communicative environment. She feels like every year has brought her new opportunities to grow and change into the teacher she is today — and she expects to be different next year, too!

Follow Sara-Elizabeth at [@SECottrell](#).
Visit her website at [Mis Musicuentos](#).

Erica Fischer

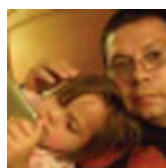


Erica has been in love with languages since high school. Her first true immersion experience was as an exchange student to Germany with the Congress-Bundestag program, where she managed to become conversationally fluent in German in a few months. She has been studying Spanish for 22 years and continues to seek opportunities to learn more about the culture and people of Latin America.

In 2006, she started Kids Immersion, LLC and began developing the [Calico Spanish](#) curriculum to fill a need for a research-based, high-quality, thematic curriculum for elementary schools. Her company is dedicated to creating teaching resources that give students the opportunity to be immersed in language, culture, and community.

Follow Erica at [@CalicoTeach](#).
Visit her website at [www.CalicoSpanish.com](#).
Enjoy a sampling of educational videos on her YouTube Channel at [http://www.YouTube.com/kidsimmersion](#).

Diego Ojeda



Diego is originally from Bogota, Colombia. He has been working as a Spanish teacher for over 20 years, 12 of which were in the United States. He teaches at Evansville HS in Evansville, WI, and also trains Spanish teachers around the country through his [Bureau of Education and Research](#) seminar: [Enhancing Spanish Language Instruction](#).

Follow Diego at [@DiegoOjeda66](#).
Visit his website at [www.spanish612.pbworks.com](#).

Don Doehla

Don teaches French at Vintage High School in Napa, California, where he also works as an instructional coach to the staff. He supports his colleagues with seven workshops a year, where they look at what research tells us about best practices. His colleagues discuss these findings and talk about how they can apply the practices to their joint work at Vintage High School.



He has had the privilege of living and studying in France, Canada and Sénégal, holds a BA in French with a minor in History from UC Berkeley and an MA in French from UC Santa Barbara, and is a National Board Certified Teacher. He worked with the California Foreign Language Project for about 15 years as a teacher trainer and now monitors the World Languages Community forum for Edutopia. He is delighted to help out with #LangChat on Twitter.

Don is married to Connie and he has two sons, Jeremie and Christopher, who are both in college. His favorite pastimes include growing tropical plants (particularly orchids), reading, reading, reading, travel, photography, good wine... and he enjoys collaborating with other world-language teachers very much. He looks forward to #LangChat each week.

Follow Don at [@dr_dmd](https://twitter.com/dr_dmd).

Visit his websites at www.napadoehla.pbworks.com, www.monsieurdoehla.wikispaces.com, www.apfrenchplanningdmd.wikispaces.com, www.pbl-wl.wikispaces.com, www.edutopia.org/world-languages and www.e-musinginnapa.blogspot.com.

Elvira Deyamport

Elle is one of the cofounders of #LangChat, but has since moved from language education to educating gifted children. As such, she has left her position as moderator of our weekly chats. However, she still enjoys participating when she has the opportunity.



Follow Elle at [@Elle_Gifted](https://twitter.com/Elle_Gifted).

Joining #LangChat

So, how can you get involved with your world-language colleagues on #LangChat? First, join [Twitter](#)! After you've joined, try following a few of the members from #LangChat. A good start would be the moderators and cofounders listed above.

Next, use Twitter Search or another service, such as [TweetDeck](#) or [TweetChat](#), to search for tweets with the “#LangChat” hashtag. Read up on what your fellow #LangChatters and education colleagues have shared recently.

Note: Twitter is case insensitive, so typing “#LangChat,” “#Langchat,” “#langchat” or even “#LANGCHAT” in your tweets will all post to the chat group.

After you've familiarized yourself with Twitter, introduce yourself to everyone on #LangChat by telling us your name, your location and what you teach. Remember to include the hashtag “#LangChat” in all your tweets so that other language teaching enthusiasts receive your posts.

Now you're ready to join us for our weekly meetings! We meet every Thursday from 8:00 – 9:00 p.m. EST. To know what we're planning to discuss, monitor the #LangChat hashtag in the days prior. We'll tweet a link to a poll so you can weigh in on your topic of choice, and we generally decide on a subject 24 hours before the scheduled chat time.

When it's time to chat, jump on your tweet-monitoring program of choice and into the conversation! Anything you'd like to share, please do. Don't forget to include the “#LangChat” hashtag with everything you tweet during the chat.

Look forward to seeing you next Thursday!

How to Use This E-Book

This book and all the tips discussed in it are a direct result of you and your colleagues' generosity and drive for continued professional development. Each week we post a summary of the #LangChat discussion for the community's benefit, and this book is in turn a summary of #LangChat conversations in the past.

But focused. The subject of this book is online and electronic tools and resources for modern world-language educators. We've taken the comments from participants since the beginning of #LangChat and compiled them here together for your convenience — no need to look through dozens of summaries; we now have everything in one place to help you find the resources you need.

The book is organized by purpose. Tools with a similar purpose, such as classroom management, are listed together. All tools that are referenced also include a link embedded in the file, so please feel free to click through and investigate your colleagues' suggestions yourself.

Several tools are listed in multiple categories. If you'd like to look into the various uses of a particular tool, try Ctrl+F (on Windows) or Command+Option+Space (on Macs) to open a "Find" window, then type the text you're looking for. Your PDF reader should take you through all the incidences.

After each resource, activity or tip, the Twitter handle of the participant who suggested the idea is referenced. This is both to give credit to the original idea and to provide the Twitter handles of individuals you might want to follow in order to expand your personal PLN — Professional Learning Network.

As you can imagine might happen over months of #LangChat meetings, many of the ideas were suggested by multiple #LangChat participants. In these cases, no specific individual is listed.

What follows is by no means comprehensive. #LangChat meetings are often fast-paced and filled with a variety of different debates. As a result, some suggestions may have been missed. Also, the pace of our world gives us the opportunity to learn of new tools and resources every day. If there are any tools or resources that we may have missed, or that you have used in the classroom and feel should be included, please feel free to share them with us at the next #LangChat meeting or through comments on the latest summary. Every week we release a summary of the most current #LangChat discussion, and your comments and thoughts on the material discussed are a valuable addition to the conversation.

So, without any more introduction, please enjoy these resources. Be sure to join us on Thursdays at 8:00 p.m. Eastern Time to share your own!

Digital and Web-Based Tools in the Classroom

In the 21st Century, educators have access to a virtually inexhaustible amount of electronic and online resources and tools for use in the classroom. Gone are the days of world-language classes taught solely with a textbook and blackboard — even the latter are losing ground to advances such as SMART™ Board technology!

These tools serve many purposes, from class management to sources of authentic materials. Some make our lives easier, while others help us to connect with and engage our students, who themselves are increasingly techno-savvy. Never has it been easier to find resources and assistance for running a world language classroom.

Tools belong to several different categories:

- **Apps.** Short for “applications,” apps especially refer to programs that run on mobile devices such as phones, tablets and even music players. Apps can be used by educators and students both in the classroom and at home.

@tmsaue1 says: The real beauty of apps and mobile devices is that students can use them to personalize their learning. These devices are small, cheap and offer a choice in education that students don't have with their textbook and teacher lectures.

- **Web 2.0.** Web 2.0 isn't the newest version of the World Wide Web; it refers to Web applications that allow users to share information, collaborate and interact with each other over the Internet. Common Web 2.0 examples include social networking sites (Facebook, Twitter), blogs (Wordpress, Blogger), wikis (Wikipedia) and video-sharing sites (YouTube).

@dr_dmd says: Web 2.0 marks a turn from the Internet being a place where you passively read content, to one where you actively contribute and share — not just “go and get,” but also “go and create.”

- **Traditional websites.** There's still room for Web 1.0, though. Many resources included in this book involve simple sources of information, especially for authentic resources.

Why do we use these resources? Well, today's technology is surging ahead and has really reshaped the way we communicate and do business — why not also change the way we educate ourselves and others?

In an increasingly connected age, learning a second (or third!) language is essential to success. These tools allow us to introduce our students to the world in a way that was nearly impossible just 20 years ago.

In addition, these tools simplify our lives by helping us manage our classes; design challenging and interactive assignments, assessments and presentations; provide improved feedback to students; demonstrate kids' progress to administrators and parents; and engage students outside of class.

All the resources in this book were suggested by your colleagues participating in our weekly #LangChat meetings on Twitter, making this book a collection of tried-and-true tips and tricks for your handy perusal!

Learn more from the original summaries on [Web 2.0 Tools](#) and [Best Apps for World Language Educators](#).

Disclaimer: *The apps, sites and other tools suggested below are recommended by individual #LangChat participants and are not endorsed by or partnered with Calico Spanish in any way. Attempts were made to reference the originator of any suggestion by mentioning his or her Twitter handle. In cases where no Twitter handle is given, the suggestion was made by multiple #LangChat participants.*

Authentic Resources

What are authentic resources, and what separates them from other resources in the target language?

Authentic resources are materials geared towards target language speakers, in contrast with materials aimed at target language learners. The materials don't necessarily need to be originally written in the target language; most translators work with the target audience in mind as they work. Authentic resources expose students to native cultures, accents, pronunciation and patterns of speech, which is essential to a learner developing a fluent and comprehensive understanding of a language.

The Internet brings authentic resources to life right in your classroom, and every week #LangChat participants suggest great tips and ideas for sharing them with your students. One of the great advantages of using apps and related technology in the classroom is the easy availability of authentic resources. Below we've included some great sources of authentic materials in this modern age of communication.

@SECottrell says: Expose your students to authentic listening resources from the beginning, or else they risk only being comfortable listening to second-language speakers' manner of speech.

Learn more from the original summaries on [Authentic Resources for Novice Learners](#), [Presenting Culture in World Language Classrooms](#) and [Integrating Culture into Foreign Language Projects](#).

Apps

One of the key benefits to using apps in foreign language education is the ability to access information, news and other media directly in the target language. Many of the below apps are great opportunities for students to practice their listening and reading skills while learning about the target culture

Book Resources

Books written or translated in the target language for consumption by native speakers are a great resource for your students. Children's books provide a great start, especially if it's a story that your students are already familiar with.

- For Spanish, [Libros Clasicos](#) and [La Libreria Crabapps](#) provide lots of Spanish-language books (@DiegoOjeda66). You can buy \$0.99 books with the [Cuentos para Dormir: HD](#) app, which is great for elementary students (@tmsaue1). Or, for some free illustrated children's stories in Spanish, check out [Los Cuentos de Niño](#) and [Cuentitos Clásicos](#) (@SECottrell).



News, Radio and Television

Many target language news programs or radio stations have their own apps. Check them out for some great authentic resources.

- For French, [LeKiosque](#) provides fantastic access to French magazines (@tmsaue1).
- For Italian, the [Roma Uno](#) app streams live Italian news from Rome (@lindseybp).
- For Spanish, try the [RTVE Noticias y Directos](#) and the [ABC.es](#) apps for news (@cadamsf1), while [Radios de España](#) offers 500+ Spanish radio stations and [Mundo Deportivo](#) provides Spanish-language sports coverage (@SECottrell).
- For all languages, [RFI & MCD](#) is an international news station with reporting in over a dozen languages. Also, try [Pandora Radio's](#) app for experiencing target language songs and music — if students know just one song in the language, the app will suggest additional songs to try (both @erindebell).

Travel

Travel apps are excellent opportunities to show students scenes from the target culture or language right on their phones or class iPads. Use them to teach travel vocabulary or to support a cultural unit. Sure, they can read about Madrid's museums, but let them take a visual tour to get really engaged. Another option is to use target language travel apps to visit students' home cities; how is their home seen from a French native's eyes?

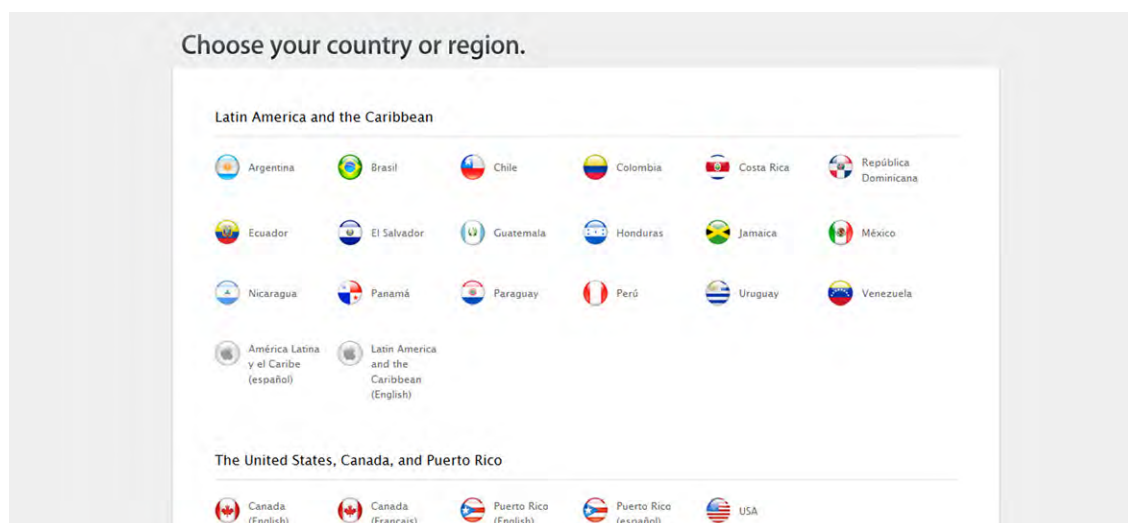
- For all languages, try [Tour Wrist](#) (@SECottrell) and the [WorldView Mobile](#) app, the latter of which gives access to the WorldCam library at www.webcams.travel (@lindseybp). [Lonely Planet Guía de Conversación de Inglés a Español](#) is a Spanish-language travel conversation guide, but Lonely Planet has apps available for all major European languages and many others — conversation, city and country guides.
- For Spanish, [Chilango Arte Público](#) shows art in public spaces in Mexico and locates them on a map (@szucsja).

Miscellaneous

It's impossible to list all the authentic apps out there that would be useful in the classroom, though #LangChat participants certainly try every time the subject comes up! Below are a few others that your colleagues have used successfully in class.

- For Spanish, [Que Rica Vida Recetario](#) provides recipes for a food unit (@tmsaue1); [Guia del Ocio](#) gives students authentic practice while searching for leisure activities (@katchiringa); general Spanish-language videos are available at [Univision Videos](#) (@SECottrell); [BrainPOP: Película del Día](#) covers lots of different subjects with a movie of the day (@szucsja); and for your older students, [Como Seducir a una Chica](#) will certainly get attention (@DiegoOjeda66).
- For all languages, do a search in iTunes for the developer hanashite.com — great apps that teach everyday languages in different target languages, as well as daily idioms (@DiegoOjeda66).

Don't see an authentic resources app for your target language? Try going to the [iTunes store](#) and select the relevant country to begin searching for resources to complement your next unit. Details on how to change your language setting can be found at [Apple support](#).



@DiegoOjeda66 and @tmsaue1 say: Use the target language while searching for new apps. This will ensure you find apps that are directed at native speakers. Look for providers such as department and grocery stores, TV stations, magazines and the like.

Web 2.0

Google Tools

Google tools such as [Google Earth](#), [Google Maps](#) and [Google Street View](#) are useful tools in the world language classroom as they enable students to explore the regions they are studying from the comfort of their own desk.

- Show students different countries that speak the target language through a digital field trip. To focus cultural learning, have each class adopt a Spanish-speaking country (@spanishplans).
- Use Google Maps, Google Street View and [Google Finance](#) together to let students plan “dinner and a movie” field trips (@ZJonesSpanish).
- Google Street especially can be interesting for virtual field trips. Check out [this lesson](#) that uses the service to bring a photojournal to life. Click the Level 2 tab (@CalicoTeach).



Media-Sharing Sites

[YouTube](#) is probably the most famous Web 2.0 video and music site out there, but it's far from the only one. [Dailymotion](#) is another option, and sometimes has more options available in other languages. [Pubzagogo](#) is an excellent blog for French commercials.

As a general tip, consider asking your students to look for specific things or words, such as past or recently taught material, when showing videos in class. Then focus on the new language. For younger students, have kids draw the actions from the video or otherwise demonstrate comprehension.



Some other video and audio activities suggested by #LangChat participants include:

- Let students listen to a video without watching the first time, so they concentrate on the audio component. Later they can listen and watch together (@msfrenchteach).
- Students often enjoy watching commercials of products sold in both the US and abroad. Pick a product, find some authentic videos for each on your preferred video-sharing site and ask students to compare the differences between the two (@klaifrench).
- Several participants like using the commercials from the Latin Grammy Awards, as kids can also make a great connection with the music. The different accents from different countries are both educating and a good listening challenge for students of any level.
 - Try comparing with the commercials from major American cultural TV events such as the Super Bowl or our own Grammy Awards.

- o The Latin Grammy Awards are great opportunities for practicing and learning about expressing gratitude, too. Also, someone eventually ends up mentioning their family members for the added family practice (@SECottrell).
- Full films are great, but it's challenging to stay in the target language for all activities, especially for novice learners. Showing a short scene from a film and then discussing or describing it in the target language is a good project (@dr_dmd).
 - o Full films have their place, however. Perhaps as a reward for a long and intensive unit.
- For teachers whose schools block YouTube and other video-sharing sites, save the clip as a movie file, put it on a flash drive and bring it to school for easy sharing. Check out <http://mediaconverter.org> for more information (@spanishplans).
- For videos with questionable lyrics, use [TubeChop](#) to edit and use parts of the song instead of the whole video (@Elle_Gifted).



@ZJonesSpanish says: Try not translating lyrics. Preteach the important phrases and concepts and use lots of visuals for any prelistening activities. Teach in the target language when using songs and provide as much context as possible through videos, discussions, images and comparisons.

Check out @mme_henderson's [full list French commercials](#) on Diigo!

Check out @SECottrell's [full list of Spanish commercials](#) on Google Docs!

Traditional Websites

Authentic Websites

Websites are limitless sources of authentic resources for your students. Sites can focus on anything, from restaurants to dating to diapers. If your unit has real-world implications, it's certain you can find a target language site to go along with the project.

Note: Companies don't need to be based in the country or culture. Major American companies' foreign sites are nearly always specifically written for the target language customers, not Americans, so the material is just as authentic. Often, using American corporations helps kids to identify with the project more. Quite a few students would love to learn more about McDonald's in Mexico, France or Japan.

Some creative examples from #LangChat participants:

- Sites with commercials or ads can be great tools to get kids producing the language.
 - While you may not teach diaper vocabulary, [El Potty Dance](#) really wakes kids up in Spanish class (@lesliedavison)!
- Car companies are excellent for car vocabulary.
 - Try <http://seat.es> in Spanish class (@profesorM).
- Department stores, such as [IKEA's French site](#) for furniture (@mundaysa) or the Spanish-language department store [El Corte Ingles](#) for clothes (@cadamsf1).
 - Let kids do a scavenger hunt with these stores, or even restaurants and public-transportation sites (@profesorM).
 - Let kids create their own scavenger hunt lists for their classmates (@SECottrell).
- Missing people reports are unique ways to work on learning descriptions.
 - Try the site <http://www.pgjdf.gob.mx> for Spanish (@spanishplans).
- Real estate ads and sites are great sources to discuss measurements and house vocabulary. Also, try letting students choose a dream house and explain why (@louvre2012).
 - For Spanish, check out <http://espanol.era.com> (@sonrisadelcampo).
 - For French, follow @maisons_avenir on Twitter (@mmebrady).
- Sites that post reviews of movies, locations or other entertainment have lots of opinions written by native speakers and are great for creating questions for students (@SECottrell).
 - Try [Loogares](#) for novice Spanish learners, which focuses on reviews of places in Chile.
- Lots of corporation and other organization sites have Web-based games for customers or fans of the product to play, sometimes for points but often just to pass the time. Take advantage of these ready-made games for team or station games in your class.
 - The [Spanish Warner Bros. Studios site](#) has some fantastic cartoon games for kids.
 - [Nickelodeon's Spanish site](#) features games in Spanish for TV shows that your kids probably watch at home in English.
- Educational sites in the target language for other subjects can be great opportunities to practice the language in authentic situations and complement other disciplines at the same time.
 - Let kids [practice math in Spanish](#) with these online games designed for Spanish-speaking children.



Truly, every unit you can imagine has website resources that you can use to expose your students to the target language! For best results, focus on sites aimed at native target-language speakers, rather than sites for English speakers learning the target language.

Check out @SECottrell's [full list of Spanish-language corporate sites](#) on Delicious!

News, Radio and Television

News sites, magazines, books and commercials available online also make fantastic authentic resources for your kids. Assign a commercial or a news article for homework and let kids write a short summary or otherwise demonstrate comprehension. Or let kids read magazines for inspiration to create their own class e-zine.

- Video and audio are great authentic resources. Some ideas were mentioned above in the Web 2.0 Authentic Resources, and some additional resources are included here.
 - o For French video and audio, especially commercials and other ads, check out <http://www.ina.fr> (@FrenchAmis).
 - o See what's currently popular in Spain at <http://www.los40.com>.
 - o [MCM's top 50 songs in France](#) help you see what's current (@mme_henderson).
- [Google News](#) has target-language news stories from multiple newspapers and agencies in one convenient place.
 - o Let students choose any news article that interests them, teach their classmates several words that they looked up and give a one-sentence summary of the article (@MmeCref).
 - o Students can also write some questions about the article and give a quiz to the other students in the class, or they can write a summary and questions together (@dr_dmd)!
- Magazines are great sources of short articles for students to read or use as models.
 - o For French, [Relay.com](#) allows you to search digital magazines by topic. Assign an article as homework, for a project or just as extra credit (@mme_henderson).
 - o Kids enjoy reading about other kids, so look for online youth magazines. In French, you can use [GEO Ado](#) and [Planète Jeunes](#) (@dr_dmd). Kids' magazines are excellent sources for novice and beginner classes, too.



Content Management

Once you begin searching through the target language Internet, you'll probably amass a large collection of resources for use in the classroom. How do you organize everything effectively so that it doesn't get lost in the haystack?

#LangChat participants have shared their best practices below!

Apps

Flipboard

Flipboard is a content-creation and management app that allows you to fashion personalized “flip” books with authentic content from social media sites such as Facebook and Twitter or news sites from around the Web. The output resembles a magazine and is a fantastic resource for teachers who have class sets of iPads.

- Use Flipboard to pool resources on a specific subject for students to read outside of class.
- Create books on topics surrounding your current unit and do a page a day as a bellringer activity (@tmsaue1).
- Post videos or images to a class Twitter or Facebook account and ask students to add the account to their Flipboards. This is a quick and easy way to share resources with students for a variety of activities ([iPad Curriculum](#)).



Web 2.0

Edmodo & Schoology

These Web 2.0 tools are social-networking services and virtual learning environments rolled into one package, and both are recommended by many #LangChat participants. They are great for teachers who want to organize their classes, easily provide resources and get students engaged. Their Facebook-like interfaces pull kids in and they are both easy to navigate for teachers. The privacy controls make them safe and suitable for both in- and out-of-class use.



@dr_dmd says: Use Edmodo as a home base. You can post the agenda and handouts on the class Edmodo page with links to your wiki and other online resources. Students can also post files or videos to share with their classmates or as homework. It's a great help when students are absent, as they can still access the class, get the agenda and download any handouts.

- Collaborate with foreign schools. Create a page for your class and a class from a target-language-speaking country for the ultimate authentic communication (@js_pasaporte).
- Use the social components of these sites to help students develop and maintain long-term relationships with their classmates (@mrsehill).
- Present material to the class, or ask students to use these tools to create their own presentations. In addition to their content-sharing abilities, they're effective and easy-to-use tools for creating online worksheets, assessments and other materials.
- When asking students to comment on their classmates' work and resources, use the comments in class the next day. Students are usually interested to read what their peers have written, and it can spark debate in the class (@lesliedavison).

Google Tools

Google's many tools are useful for organizing content, too.

- Try using [Google Docs](#) to share links or resources with students or colleagues. Simply create a shared document and let everyone have access to edit it.
- [Google Maps](#) can be a good way for students or teachers to tag areas of a region with photos they've found from around the web. Use maps that you have found or created to take your students on a virtual field trip.



JogTheWeb

JogTheWeb is a Web 2.0 utility that allows the user to create Web books of content from all over the Internet. Collect as many varied resources as you see fit on one subject — videos, songs, comics, stories or more — and present it to your students with comments and in the order that you'd like.

This tool is perfect for differentiated instruction since it is able to fit so many varied resources in one package. Also, it's great for students to create their own "Jogs" for classmates to view or as a project.

Paper.li

Paper.li is a “content curation service” that enables you to publish online newspapers based on topics that you choose and like. Use this to treat your class to fresh authentic resources as you find them.

Simply create a newspaper and provide access to your students. Then, as you find content that’s interesting or applicable to your unit, share it on the newspaper and all students will receive the update.

Social Bookmarking Sites

Social bookmarking sites allow you to create a profile and share a list of links to people who follow your account. Try using these sites to compile lists of authentic resources for students. Create separate lists for each unit, or simply refer students to one of the links whenever relevant.

- Some common sites include [Diigo](#) and [Delicious](#).



Wikis

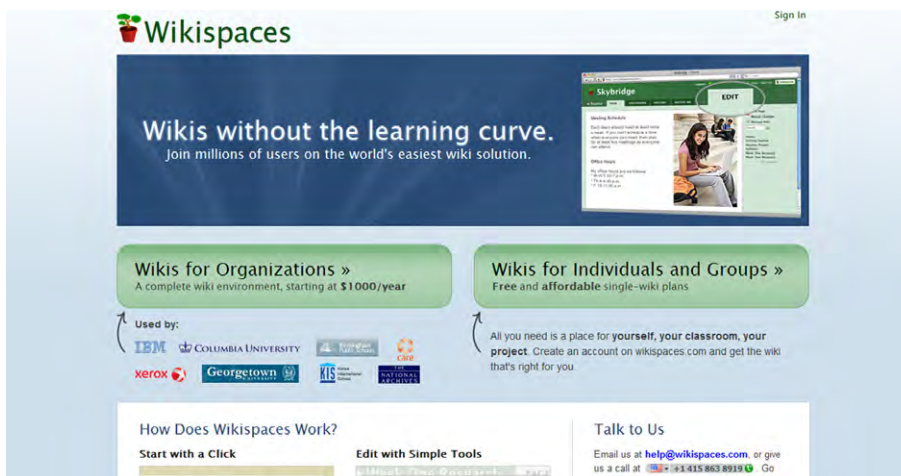
Many #LangChat participants use class wikis in the classroom to provide links, videos, audio files and other resources to their students. Students can access the wiki for research on projects, to check homework, to share comments on a presentation and for many other purposes.

One of the main reasons that wikis are popular content management tools is because of all the other tools and resources that you can easily include in them. Another key feature is the ability of the whole community to access and add to the content, from anywhere. Students can attach their own projects and resources to the site and have their classmates comment on what they’ve found.

[Wikispaces](#) and [PBworks](#) are two common wiki sites used by many #LangChat participants.

- Include a video from YouTube followed by an embedded Google Docs response form to take advantage of wikis’ adaptability (@dr_dmd).
- Ask students to search out and collect authentic resources to match your current unit, then add the resources to the class wiki (@mmebrady and @mllegcohen).
- Post short descriptions to sites for a scavenger hunt for your students. Groups must find the sites and post the URL to their group pages to prove they were successful. Later, let students make their own scavenger hunts focusing on another topic (@k2quiere).
- Make a wiki story with photos. Each writing team or individual adds funny details to the original when it’s their turn or over the weekend (@SraSpanglish).

- Use wikis to organize your materials and give class presentations. Put everything up on a wiki — grammar, vocab and visuals — and then show it to the class (@NinaTanti1).
- Wikis are great ways to share class materials and progress with parents and administrators, too (@cadamsf1).



Projects and Presentations

Presenting the target language and culture in the classroom has never been easier for the modern educator. With the easy availability of resources and tools, it's a cinch to create visually compelling and fascinating presentations for your students.

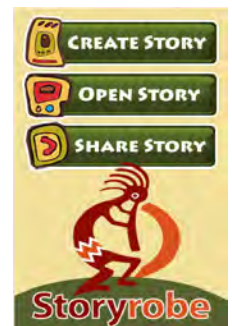
Many of the same tools that you might use in your classroom can be used by your students for their projects and presentations, as well. What's more, presentations can be shown to the class and then saved by the teacher, so you can provide your kids with accurate and timely feedback.

Learn more from the original summary on [Project-Based Learning](#).

Apps

Storyrobe

Storyrobe for iPhone and iPad is a storybook-creation app that allows the user to choose images and videos and create text narration to go along with them. The final story can be emailed, posted to a class website or shared among classmates (@GlastonburyFL).



Web 2.0

Glogster

Glogster is an artistic content-creation tool combining multiple medias together that kids really enjoy using. Students can use this service to make attractive posters and presentations or to demonstrate comprehension of material using mash-ups of videos, music, pictures and text.



- Have students create glogs for a unit and post the links on the site website for classmates to visit and comment on.
- Ask students to create glogs for the visual element of a class presentation. Use the built-in recorder and player as a “back-up” to remove fear (@usamimi74).
- Teachers can use Glogster to provide both links to resources and feedback on student responses.

- Have a debate or a mock election for class president. Ask students to write campaign promises, make Glogster posters and narrow the field down to a few individuals for a debate (@mmebrady).

Record Voice and Text to Other Media

There are lots of different resources that #LangChat participants use to present materials to their classes or to have students present, and every day it seems that another is created! Generally, these programs allow users to attach their voice, text or both to visual media, such as videos, photos and photo slideshows.

Some of your colleagues' favorites are [VoiceThread](#), [Xtranormal](#), [Yodio](#), [Animoto](#), [Storybird](#), [bookr](#), [Overstream](#), [PhotoPeach](#), [GoAnimate.com](#) and [Empressr](#) — **lots of options!** Students can use these tools for projects or presentations to post on the class website, for homework and more.

- Have students make videos using Xtranormal or a similar tool and show them in class for conversation-building exercises (@profeguerita).
- Let students create videos or presentations and then share the creation on the class website. Their classmates must then comment on the presentation, and students can share thoughts in class, as well.
- Use VoiceThread or a similar tool to exchange projects with partner schools in the target-language-speaking country! Students from each class make presentations and post to a common website, or send by email (@js_pasaporte).
- Have students take pictures of their lives or while on a walk, and then record a description of the pictures they took using Yodio or a similar tool (@SraSpanglish).
- Provide a weather map for students and ask them to comment on the weather in different areas using audio or text (@SraSpanglish).
- Overstream is a subtitling tool that allows you to add text in any language underneath online videos. Let kids shoot or choose their own videos, or give them a topic, and then ask them to provide their comments or subtitles to the movie. Use the comment feature of Overstream when providing feedback to students on their video project assignments (@NinaTanti1).
- Storybird and bookr are photobook-creation sites that let users take existing photos and construct Web-based storybooks with text and dialogue. Bookr ties in with [Flickr](#) so students can pull images from a variety of different sources.
- PhotoPeach is a fun video tool that students can use to make writing assignments or assessments or even summarize a unit. At the end, you can provide notes and feedback on their product directly on the video (@klafrench).

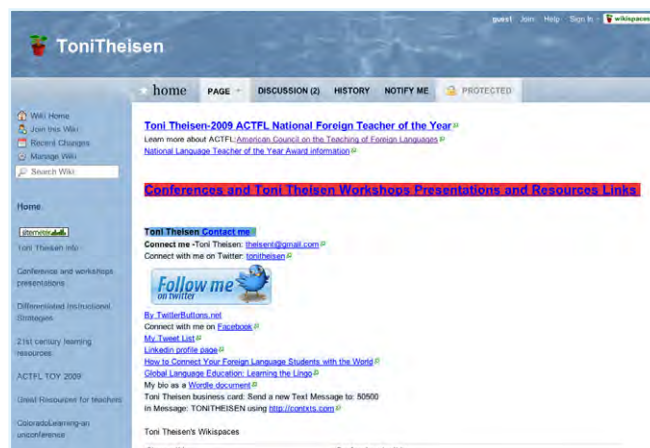
voicethread



Wikis

Many participants take advantage of wikis' adaptability to embed resources on a wiki page and then use the page in class. Students can later go back to the wiki page and review the material in the same format; great for students who missed class.

Do you need more ideas of how you can use wikis to share resources with students and colleagues? Check out the wikis below for a variety of ideas from [@tonitheisen](#) and [@DiegoOjeda66](#).



Creating Assignments and Exercises

Many of the tools in this book, especially those in the **Projects and Presentations**, **Content Management** and **Class Management** chapters, can be used to create assessments and exercises for students. Below are some other useful suggestions made by #LangChat participants.

Digital Flashcards

Several online tools allow teachers to create flashcard sets and vocabulary-building exercises for students. Some of the more popular sites include [Memrise](#), [Quizlet](#) and [WordChamp](#).

- Make lists of target vocabulary for students, then embed the activity using these sites on the class website (@dr_dmd).
- Make an activity using one of these tools and assign it as homework for the class. Give them several days to do it and get a certain score (@spanishplans).



Game Sites

There are several sites on the Internet that allow teachers to create games and assessments using the site's system or other resources. Some of your colleague's favorite game sites are listed below.

- [Jeopardy Labs](#) is a site that allows users to create, well, Jeopardy-based games for vocabulary or other topics.
- [Quia](#) provides the resources educators need to create online games and activities for their students.
 - Check out these examples of [Spanish-language games](#) on Quia.
- Find SMART™ Board games and activities for your class at [SMART Exchange](#).



- [Vedoque](#) and [Centro Virtual Cervantes](#) create fun and engaging games for younger learners in Spanish.
- [Free Rice](#) has a number of subjects available for quizzes where the more answers you get correct, the more rice the organization will donate to hungry people throughout the world.



Surveys

Surveys are great for short written activities. Use them to spark discussion, to find out what students are interested in, as short motivators or bellringers, and more. Some popular survey sites include [Survey Monkey](#), [Poll Everywhere](#) and [Google Moderator](#).



@NinaTanti1 says: Surveys are especially fun at the beginning of the school year as students get to know one another.

- Post a question for students to respond to, then put the responses up on the SMART™ Board for discussion (@bselden).
- Students can create questions, vote on their favorite answers and add comments to other questions on Google Moderator.
- Use a quick text message poll from a poll service to decide on topics for a class free talk, debate or presentation (@mmebrady).

@DiegoOjeda66 says: Students will respond if you ask them what they're interested in. Poll them to choose topics that they're interested in discussing, essential to a communicative classroom.

Task Magic

Many teachers use TaskMagic to help them create interactive games, exercises, activities and assessments based on authentic texts, audio, video or other resources that you've compiled.



Wordle

A wordle is a graphic representation of an article, book or other text resource. Type in the text source and Wordle will create a visually appealing representation of the text with variation depending on the frequency of words used.



- Create wordles of poems, songs, stories or conversations and have students guess the main idea, theme, important vocabulary, etc. (@lindseybp).
- Find an article on a topic of interest in the target language. Highlight the text, paste into the text box on Wordle and randomize the result until you like the layout, fonts and color scheme. Save it and send students the URL or add the wordle to your class website. Students then have ideas, vocabulary and spelling help in an attractive package to assist them in their writing projects (@CalicoTeach).



Providing Feedback

One of the biggest advantages to Web 2.0 tools and the communication abilities of other online resources is that providing feedback on students' creations is usually possible through comments directly on the creation, whether it's a video, presentation, writing practice or speaking practice. For other more traditional assignments, there are a few tools and resources that can be used.



Jing and Screencast-o-Matic

These two tools are screencasting applications — applications that let you record your screen for others to view. When grading or checking students' electronic assignments on your computer, use these tools to show students exactly what you're looking at when providing feedback.

Learn more from the original summary on [Providing Effective Feedback](#).

Writing Practice

Many online tools and resources present great opportunity for students to use for writing practice. Because this practice occurs over the Internet, finding authentic resources to take advantage of is a simple affair. The collaborative nature of many of these writing tools allows you to provide immediate feedback to your students.

Web 2.0

Blogs

A great way to get your students writing independently. Many teachers encourage or require students to blog for homework or credit.

- Give students topics or images to generate ideas for blog posts, then ask them to comment on their classmates' posts and writing.
- Allow students to write freely on anything they are interested in discussing. Simply require a post a week or whatever suits your needs.
- Blogs also serve as ready-made portfolios. Students can start a blog in level one and continue it up until graduation. Ask students to regularly go back and look at previous posts so they can clearly see their improvement over time.

@bselden says: Don't correct student grammar in blogs, just allow students to express themselves and get practice writing as naturally as possible. Encourage upper-level students to go back and update their blog posts from previous years as they understand grammar and sentence structures better.

Some good blog sites for students include:

- [Blogger](#)
- [Schoolfusion](#) — limited, but might work if blogs are blocked at your school (@SraSpanglish)
- [KidBlog](#) (@Nunavut_Teacher)
- [Moodle Journal](#) (inside the Moodle software)
- [Memiary Online Pocket Diary](#) (@SECottrell)



Comics

Several teachers mentioned that they have had success having students make comic strips. The difficulty is in how you can relate the comic to real life for authentic practice. Some comic-making tools that are popular among #LangChat participants are [ToonDoo](#), [Bitstrips](#), [Bubblr](#) and [Xtranormal](#).

@suarez712002 says: When making comic strips or getting students to write and create their own strips, try to think about the functions of the language that students will use in real-life situations.

- Have students make comic strips to explain what happens in their favorite movie. You're assessing their ability to talk about a movie they saw — something teens do all the time (@SECottrell).
- Make or write content for one box of a comic strip, and let students finish the story.
- Try using comics as dialogue-creation exercises where students have to rearrange the dialogue into the correct order (@usamimi74).
- Comics make great spontaneous writing exercises or you can do a full recap of a unit at its end (@usamimi74).
- Bubblr is a tool that lets you create comic book "bubble" dialogue using real photos.



Image-Sharing Sites

Many image-sharing sites fit into the Web 2.0 category as anyone can access, upload and comment on images from around the world. Many sites even allow images to be geo-coded to a specific location or building on Google Maps or other map services.

These sites make great authentic resources for teachers and can be used to complement almost any lesson. Give your students writing assignments based off the images, such as through providing links to various images and asking them to write about their impressions.

- [Flickr](#) and [Picasa](#) provide vast amounts of images to use for class. Simply visit these sites and do a search for the subject of your choice.
 - Post weekly images to the class website and ask students to write a short description or their impressions.
 - Use these sites to make a visual thesaurus. Group images together as a complement to in-class instruction or ask students to create groups as their own project (@maestrachevre).
- [Tag Galaxy](#) allows users to do searches through Flickr based on the tags that people have used to categorize their photos, and it creates a visually appealing representation of all the images.



- o Try Tag Galaxy to let students make a shopping list for an *ofrenda* in Spanish class (@SraSpanglish).
- [BigHugeLabs](#) is an image captioning and editing site that allows users to create their own works of art, such as posters, jigsaw puzzles or trading cards.
 - o Ask your students to create their own motivational posters or magazine covers in the target language using their images of choice.
- Use the site [Awkward Family Photos](#) as a writing or speaking prompt, but be sure to preview and select some pictures before class (@tiesamgraf).
- [Photostory](#) is free software from Microsoft that allows users to group and comment on photos, then submit them directly to the social-media sharing site of their choice (@NinaTanti1).
- Have students use the 3-2-1 strategy with photos, which requires students to look at a picture and write three things they see, two things they think and one question (@RichardSmithAIM).

Message Boards

There are several Web 2.0 tools that function as virtual corkboards or whiteboards for messages. These sites are great at getting students to write short notes or share information with the rest of the class. Usually, students can post text as well as photos and videos.

[Corkboard.me](#), [Linoit](#) and [Wallwisher](#) are most #LangChat participants' preferred boards, though Wallwisher has had a history of technical problems.

- For an assignment, try posting weekly discussion comments on the class board. Students have to reply to the question with their thoughts and respond to their classmates' opinions as well. Encourage students to post pictures, videos and other resources to the wall to support their arguments.
- Let students make a board of their own to describe and present a topic. For example, they must choose three sports and include pictures of athletes and videos as resources (@ProfesorM).

Portfolios

Portfolios are excellent personal spaces for students to complete assignments and express themselves in the target language. They're also perfect for showing students' improvement over time. Some popular tools for student portfolios include [LinguaFolio](#) and [Google Apps for Educators](#).

- Ask students to reflect on their progress in the state standards with sample work, goals set and met, and other achievements (@js_pasaporte).



- [LinguaFolio](#) online has a section that asks students to reflect on their cultural interactions: feel, know and act. How did this make you feel? What do you know about this? How are you going to act in the future because of this (@tmsaue1)?

Twitter

You don't need to remind #LangChat participants of the beneficial aspects of Twitter to professional development and collaboration, but it's also a fantastic tool to engage students and get them writing in the target language, possibly with native speakers.



@iVenus says: "When I did my research on learning Italian with Twitter, my students who tweeted frequently had a more developed vocabulary. Tweets are comprehensible input," as students take in new vocabulary and produce output using new words

- Ask students to tweet several times a week to a class hashtag on subjects that you pick, or anything that happens in their lives (@dr_dmd).
- Try using the foreign-language learner hashtags, **#charlando** for Spanish and **#parlons** for French, and ask your students to join the conversations.
- Spanish students can follow **#dichos** for a Spanish-language proverb of the day (@fravan).
- Ask students to follow native-speaking tweeters for authentic reading and writing practice.
- Use Twitter to let your class silently post questions to a student discussing a topic or presenting a project (@mme_brady).
- Use Twitter and foreign language tweets first for interpretive activities as a great way to get kids accustomed to the idea of actually tweeting and producing the target language (@ZJonesSpanish).

@dr_dmd says: An understandable concern of teachers, administrators and parents alike is privacy in Twitter chats. One way around this is the use of [TodaysMeet](#), which allows you to set up a private, password-protected Twitter-like chat. You can even save the chat transcript and place it on the class Edmodo or wiki.

Check out @SECottrell's Twitter [list of authentic Spanish-language tweeters](#) or [list of authentic Spanish-language musicians](#)!

Review Sites

Review sites in the target language can be excellent opportunities for students to practice writing in authentic contexts. Reviews can be written on movie sites or online merchants.

- Have students write reviews of books on [Amazon.fr](#) or [Amazon.de](#) (@usamimi74).



Note: Check out the chapter on **Projects and Presentations** for additional tools for writing practice that also help students to create videos, presentations and projects. The tools listed here focus mostly on writing practice.

Speaking Practice

Online resources and electronic tools provide diverse opportunities for students to practice speaking, whether it's with native speakers, recording for a homework assignment or preparing a presentation to share with classmates via the class's online home.

Learn more from the original summaries on the best ways to [Get Students Speaking Productively](#), [Inspire Conversation in the Target Language](#) and [Increase Students' Use of the Target Language](#).

Apps

The portability and appeal to students of apps make them great opportunities for practice in and out of class. New apps come out every day; try introducing a few of these to students and then asking them if they can locate any more.

Learning Apps

Some apps teach students and individuals how to speak and pronounce words or phrases in the target language.

- [iSayHello](#) is an iPhone travel phrasebook that helps teach users how to pronounce commonly used travel phrases. The link here is for the English to Spanish version, but there are many other languages available.
 - Encourage your students to use this app from time to time or with a unit on travel to give them exposure to native pronunciations and inflections (@DiegoOjeda66).
- For Spanish learners only, [Speech with Milo](#) helps teach kids how to pronounce common and useful vocabulary.
 - Best for young students; kids love the colorful images (@DiegoOjeda66).



Recording Apps

There are several great, kid-friendly apps out there that can make a recording and play it back to the listener. There are also some recording apps that are more serious and are great opportunities for submitting speaking practice or assignments.

- [Talking Gina](#), [Talking Tom](#) and [Talking Ben](#) are all humorous iPhone apps featuring animal avatars that record and repeat voices in an amusing manner. Students will love using any of these to practice speaking, both in class and at home.
 - Try asking students to make and save a particularly long or entertaining recording, and then post on the class wiki, Schoology or Edmodo page.
- Check out [Audioboo](#) and [iPadio](#) for some free audio-recording apps geared towards a general audience.
 - These are great tools for making audio recordings for assignments. Ask students a short discussion question and have them record their response and forward it on to your email or post on the class website.
 - Use these recording tools to boost students' confidence prior to live Skype broadcasts or class presentations (@usamimi74).
 - These apps can also create an audio portfolio of students' language learning — powerful to show progress over time (@tmsaue1).
 - iPadio can turn any phone call into a live webstream so students can create and maintain audio blogs, or phlogs (@usamimi74).
- [DragonDictation](#) is a dictation tool that allows users to convert speech into text for emails, text messages and social media posts.
 - Have students practice their speaking by dictating phrases in the target language and checking the accuracy of their pronunciation.

Web 2.0

Google Voice

Google Voice provides a private, online number that you can use to place and receive calls and texts. You and students can use this program in the classroom to make voice recordings and send to others, and providing feedback to students through Google Voice is very quick and efficient.



- Many #LangChat teachers take advantage of Google Voice for quick oral assignments and assessments. Simply leave a prompt as an outgoing message and ask students to record their answers over Google Voice.
 - Encourage students to record messages using vocabulary or sentence constructs that they learned in class (@klafrench).

- o Download or forward students' recordings to your iPod, iPhone or iPad for easy and portable review (@SECottrell)
 - o Put a picture up on the overhead or on the class website, and ask students to call your Google Voice number with a description or their thoughts (@fravan).
- A big attraction to Google Voice is its ability to save recordings as mp3 files so you have an audio record of students' production over a period of time.
 - o Send the students their recordings when providing feedback so they have a record and can hear what you are talking about (@klafrench).
 - o When sending feedback, record your own message to students so they can listen to an instant feedback recording. You can also send feedback as text messages or emails.
- If you're worried about privacy, or for in-class activities, students can send texts to your Google Voice number instead of calling.
- When students sent in a speaking assignment the night before, play the recordings in class the next day for all students to listen to and discuss (@msfrenchteach).

Vocaroo and MailVU

There are many fun Web 2.0 tools that allow you to record and post video and audio recordings. Vocaroo and MailVU are two such programs that can send the finished recordings through email.

- Let students record a description or announcing of a sporting event on YouTube (@profesorM).
- Collaborate with classrooms in the target language country by recording class messages or videos and emailing them back and forth — the video penpal.

Voki, Blabberize and Voxopop

These tools are great speaking prompts that kids often enjoy exploring.

- Voki allows users to create a talking avatar that they can then embed in blogs and other media-sharing sites. The Voki can then deliver any sound recording that the user attributes to it.
 - o Use Vokis to have students record a message for their parents at the class open house (@dlfulton).
- Blabberize allows users to create animated images that talk. Let students record a presentation or response to a discussion, and then attach the Blabber to the class site or any other media-sharing site that the class uses.
- Voxopop creates virtual chat rooms — talkgroups — that users can post audio recordings to. It's a great way to both practice speaking and interact with individuals across the world.



- o Create a talkgroup for your students as speaking homework (@NinaTanti1)
- o Try playing some of the talkgroup contributions the next day for students to listen to and comment on.

Audacity

Audacity is a free audio-recording software that students can use to record their voices or class presentations for use in class.

- Have students create a game show by forming questions based on a topic covered in class (@fravan).

Singing

Singing is an excellent way to learn and improve a foreign language. Let some of these participant-suggested sites help you provide singing opportunities in your class.

- LyricsTraining.com lets students watch videos with cloze activities. The video will pause until the student types the correct term in the cloze displayed below (@isedule). Although primarily for writing practice, use LyricsTraining.com with songs you've sung in class to give further practice.
- A good site for karaoke versions of well-known target language and English songs is [@markpurves](http://Karaoke Version).

@DiegoOjeda66 says: For karaoke in the target language, search for a song title along with the term "karaoke" on YouTube to get background tracks.



Learn more from the original summary on [Music in the World Language Classroom](#).

Note: Check out the chapter on **Projects and Presentations** for additional tools for speaking practice that also help students to create videos, presentations and projects. The tools listed here focus mostly on speaking practice.

Connecting in the Target Language

The increased communication and collaboration that Web 2.0 tools permit allow for many opportunities in the classroom for authentic communication with target-language speakers.

ePals

The new penpals — electronic pals. Visit this site to let students connect with classes and students around the world to practice writing, reading and speaking in the target language.



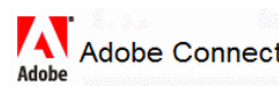
Skype

Skype is a fantastic communication program that can be used in the classroom to connect with other classrooms around the world.



- For homework, ask kids to Skype a friend or send a message to an e-pal in the target language (@dr_dmd).
- Find resources on Skyping with other classes, including databases of classes that are looking for Skype partners, at <http://aroundtheworldwith80schools.net>.
- Before students Skype with another classroom, try letting them practice speaking in the target language over the phone with tools like iRadio or Google Voice.
- When arranging to Skype or connect with another class, invite administrators to join in so they can witness students authentically communicating in the target language (@js_pasaporte).

Note: Skype is not used in French high schools for security reasons. Instead, [Adobe Connect](#) might be a good option (@msfrenchteach).



Learn more from the original summary on [Collaborating with World Language Teachers and Classrooms](#).

Class Management

Several of the tools listed in the preceding chapters, especially the content-management sites such as Edmodo, Schoology and various wikis, also help you to manage class by providing homework, assignment information and class instructions on the class website. The tools listed here focus only on classroom management.

Learn more from the original summary on [Classroom Management in World Language Classes](#).

Apps

Smart Seat

Smart Seat is an interesting app that can promote equitable participation in class by randomly selecting students for participation. It also allows you to create seating charts and easily track attendance (@lee_bruner).

Timer Plus

Timers are helpful in class for timing assignments, quizzes and station rotations. Timer Plus for iPhone and iPad is a useful tool in app form (@Nina_Tanti1).



Web 2.0

ClassDojo

ClassDojo is a real-time classroom and behavior management tool that allows the teacher to give points to and deduct points from students for different behaviors in class, such as doing homework, participating or showing leadership, and not doing work, coming to class late, etc.

You can display the class screen on the projector and manage your class while walking around with the iPad app. One of the key benefits to ClassDojo is the ability to create and send PDFs to parents or students that break down their behavior in class for the day or week.

ClassTools.net

ClassTools.net is a site dedicated to making educators' lives easier through providing access to several simple but useful — and free — tools.

- The Fruit Machine tool can assist you with short assignments or comprehension checks in the classroom. This tool allows you to input a list of names, words or sentences and then it will randomly choose an item from the list for your use.
- [ClassTools.net's colorful timer](#), complete with soundtracks, is a great timer (@senorahirsch).

Showing Off to Parents and Administrators

The myriad electronic tools and resources available to teachers nowadays easily allow transparency in the classroom so parents and administrators can keep up with students' progress.

Web 2.0

Portfolios and Blogs

The portfolio and blog sites outlined in the **Writing Practice** section are efficient ways to demonstrate students' improvement over time. Provide the links to students' sites to parents and administrators so they can see what your class has been working on, or host open houses and present kids' portfolios and blogs.

- Let students create and present their class sites at the end of the semester instead of finals, and invite parents to watch the presentations (@cadamsf1).

Learn more from the original summary [Collaborating with Administrators](#).

Thank You!

As we mentioned above, #LangChat wouldn't be the useful resource that it is if it weren't for all the valuable contributions and participation by you and your colleagues. As we close up this book, we want to thank you once again for joining us every Thursday and freely providing your best tips and practices in the classroom!

Get Involved!

Apart from joining us for #LangChat every Thursday, how else can you get involved? Well, the world we live in today is ever fluctuating, and it's very likely that many of these resources will fall out of favor in the coming months. In addition, more and more useful resources continue to be developed.

If you don't see a tool or resource that you have had success with in the classroom or you've found some of the tools listed here useful for unlisted activities, and you'd like to share your ideas with your #LangChat colleagues, please feel free to join us on Thursdays. If you have a prior commitment or miss a #LangChat for whatever reason, no worries! Visit [our wiki](#) for links to the weekly summaries, where you can catch up on the week's conversation and have an opportunity to share any thoughts and ideas you have on the subject.

Thanks once more for all your support, and see you on Thursday!

This ebook was written by Chris Fisher on behalf of the #LangChat team.
You can read more of Chris' #LangChat summaries on the [Calico Spanish blog](#).